

**Paul:** iEnglish is a unique English learning experience that does not teach English. It teaches you how to learn English on your own, for yourself, so you are not so dependent on a teacher or classroom.

**Allyn:** We are teachers. But we know that the key to you mastering a language is to take control of your learning. Grab hold of the learning opportunities that surround you in everyday life. We're here to show you how. The first thing to learn is the iLEAP cycle. This is a system for learning a language. It's based on solid research on how people learn languages. Actually, the word "cycle" reminds me of a bicycle. The iLEAP cycle is like a bicycle. It gets you where you need to go. It has a simple design – two pedals. And it is powered by you.

So far in the iLEAP cycle, we've only looked at one pedal. Think about it. Until now, our focus has been "exploring" new language. We've only been reading & listening. These are called "receptive skills" because we receive the language. Now, the receptive skills are really important, but you won't get very far with only one pedal. Now, it's time to push the other pedal! That pedal is all about "using" the new language. It's about speaking & writing. These are called "productive skills" because we produce language. It takes both "receptive" and "productive" skills to reach your destination. Like a bicycle, you need to be pushing down on both, to reach your goal.

**Allyn:** So, you explore language, then "Act on it". Explore. Then Act. Acting on what you've learned is really important. We learn a lot from reading, seeing & hearing. But we learn even more by saying and doing. This is why a teacher will often get students to work together in pairs or groups, make presentations & do assignments. This is called "active learning."

**Paul:** And this is the next phase of the iLEAP cycle - "Act on what I've learned"

**Allyn:** You know, all this talk about "receptive" and "productive" skills makes me think about my young daughter. Consider how a baby learns her first language. In the beginning, the baby spends a lot of time just listening to native speakers; mother, father, brother, grandma. But at first it is just "noise." The baby hasn't learned that the sounds represent "things". Until one day, the baby realizes that every time Mother brings that tasty, curved, yellow piece of fruit, she makes the sound "banana." The baby hears this sound again and again. Soon, just hearing the word "banana" makes the baby think of bananas. So, during this "receptive" stage, the baby has listened and learned a new word. But now it's time for the baby to Act!

**Allyn:** One day, the baby is craving a banana. It cries and cries, and Mother brings a toy, a blanket, a bottle – everything but a banana. Then the baby thinks "maybe I should try to say that word that Mother always says." So the baby tries to say "banana" but it comes out wrong. Mother doesn't understand. Then finally, after some practise, the baby says it. Mother jumps for joy, brings a banana, and calls everyone she knows to tell them how intelligent her child is. I was so proud of her.

**Paul:** Oh, so you 're the Mama. That was an exciting moment. Your baby learned that when she 's craving a banana, all she has to do is say the word and it will – poof - magically appear.

**Allyn:** Knowing the meaning of “banana ” didn 't actually help her get one. She needed to say it. She needed to act on it. And this is what the “A ” in iLEAP is all about.

**Paul:** But you should “plan” before you act! ( Just like how you plan before you explore ) The “Action Plan ” also has 3 parts – and they all start with the letter “P ” – prepare, practise, produce. We have a Notebook page that can help you with this. We 'll show you that in a future video. But now, lets ' begin with “prepare.”

Remember when we said, “ your life is like a movie and you are the star actor. ” Well, now it 's time to write your script! You have a scene that you are preparing for. That scene is a specific event where you will be using language. The script should contain the vocabulary, grammar, and pronunciation that is appropriate for that situation. When you create your personal script, use your imagination. Visualize yourself doing it. Imagine all the possibilities. This will help you prepare.

For example, let 's pretend that you are taking a university class and you 're struggling with an assignment. You don 't fully understand what the professor expects. You decide that you need to speak to her about it. You search the internet to learn about “cultural norms ” for speaking to your professor. With this, you are ready to write your personal script.

Use your imagination. Visualize yourself knocking on the professor 's door. Or maybe the door is open...so you walk in. Does the professor welcome you? Or is the professor busy and doesn' t realize you are there in the room? Plan out what you will say in those different possibilities. After a greeting, you explain why you are there. You might say something like “Could I have a few minutes to talk about the assignment?”

As you imagine the scene, write down ideas for your script, sentences that describe your difficulty and questions you may have. Write out ways to rephrase your questions in case your professor is not clear about what you mean. And of course, your script will include how you will end the conversation. So, the “prepare ” part of your “action plan ” is to visualize the scene and create your personal script.

**Allyn:** If you 're preparing for a writing task, then your script might be an outline of your thoughts and ideas. Creating the script really helps bring together all you 've learned. It helps you focus.

**Paul:** The next step is to take that script and “practise ” with it. So far, you 've only done it in your mind, using your imagination. Now, do it out loud. Some people practise in front of a mirror. If that distracts you, then practise in front of your pet, your child 's stuffed toy or a picture on the wall. But don 't involve anyone else yet. Get more comfortable with your script. Build your confidence. Once you are ready, practise with someone you know, who knows you 're practising.

This could be a family member, friend, teacher or volunteer.

**Allyn:** If your task is writing, then write a few drafts. This is practice before writing the final copy. Edit it yourself, as much as you can. Then ask someone else to edit it for you.

**Paul:** Now you're ready for the final part of your action plan. The last "P".

**Allyn:** Yes, you've prepared and practiced; now it's time to "produce." Plan a specific time and place to do your task. Tell someone that you're going to do it at that time. This makes you accountable and helps you go through with it. Then go ahead and complete your task. Approach that person...write and send that email...make that phone call.

Phone call? This brings us back to Veronika. Remember, her goal was to call the art gallery. Veronika wrote a script to help her prepare for the phone call. Her marketing book taught her about "cold calling." This is when you call someone who is not expecting your phone call. Veronika learned that the conversation often follows a familiar pattern. Remember, culture gives us scripts for interacting with each other in specific situations. Her script was organized into sections: "Greeting" "Permission" "Introduction" "Benefit" "Request" "Next Step" "Closing"

Veronika had learned new words and phrases from her book. She made sure this vocabulary was included in her script.

**Allyn:** Writing the script also helped her practise forming questions. This is an area of grammar that confused her sometimes. Finally, Veronika marked her script to help her remember to link words together when speaking. This was an area of pronunciation that she wanted to improve. Veronika used this script to practise. First on her own, then with a friend.

Soon after that, she made that call to the art gallery

**Paul:** Wow. That script looked great! How did things go with the call?

**Allyn:** Well, we'll find out in the next phase of the iLEAP cycle. This is when Veronika will reflect on how she felt about the phone call. In the meantime, let's hear others talk about how they acted on their learning!

Poline: Each time I learn a new word or phrase, I make sure I use them in making sentences. This helps me remember them.

Ernesto: I speak with native English speakers all the time. Often, when I say something that I think could be said better, I'll ask the native speaker "How would you say that?" This is a technique I use to learn to sound more natural.

Rizza: I've learned how to incorporate my learning into my everyday life by going to school, watching English movies, eavesdropping, talking to people, and reading. I am working now as physiotherapist assistant, and I know that iEnglish is one of the reasons why I got this job!

**Paul:** Wow! These are the language learners who will improve very quickly. They are acting on what they 've learned.

**Allyn:** We know it can be a little scary to get out there and communicate with others in English, but a good plan can help!

**Paul:** Yes! And our plan has 3 parts - Prepare, practise, produce. And a personal script is also very useful. Don 't forget to visit the website and do the practice activities to get better at planning and writing your script.

**Allyn:** That 's a good idea. But after you get more comfortable with this phase, come back to us because there is still one last phase to the iLEAP cycle. This final phase completes the cycle of learning. "P" is for "process my learning". A smart man once said "Reading without reflecting is like eating without digesting." If you don 't take time to think about what you 've learned, it may have been wasted time.

**Paul:** Hmm...you know...all this talk about "eating" and "digesting" is making me hungry. Maybe we should eat something.